

NCATEThe Standard of Excellence
in Teacher Preparation**STATE PARTNER REGISTRATION**[Where You Are](#) | [Before You Begin](#) | [Contact Us](#)**REVIEW/PRINT FORMS****NCATE STATE PARTNERSHIP DESIGN**[NCATE Home](#)[More State Partner
Information](#)

Note: If you want to stop filling out forms, select the "This form is not complete" button below. Any information you have filled in on this page will be cleared. When you log in again, you will return to this page, and you will need to fill in all fields again for this form only.

NCATE partnerships are custom designed to fit the needs of the individual state. Completing the "NCATE State Partnership Design" form (below) determines the specific principles to which states must respond and the specific documents that must be submitted to NCATE.

Instructions

Specify the basic design for the NCATE state partnership.

- Check one box in the "[Partners](#)" section.
- Check one box in the "[Team composition](#)" section.
- In the "[Program standards base](#)" section, check the box to indicate whether NCATE or the state will conduct the program review and follow the prompts.

Partners

Check one box.

- ☒ [Two-way](#) (NCATE and state)
- ☐ [Three-way](#) (NCATE, state, and a higher education commission)

Team composition

Check one box.

- ☐ [All-NCATE team only](#)
- ☒ [Joint NCATE/state team](#)
- ☐ [Two separate teams, concurrent visit](#)

Program standards base

- ☐ [NCATE-based program review](#) (If you choose this option, this form is now complete.)
- ☒ [State-based program review](#) (If you choose this option, you need to indicate below whether the state has adopted NCATE's program standards or has developed its own standards. You also need to indicate whether the state would like to seek authority for state program approval to trigger national recognition by NCATE's Specialized Professional Associations.)

Standards (If you checked state-based program review, select one of the following options.)

- ☒ The state has adopted the standards of NCATE's Specialized Professional Associations.

- ☐ The state has developed its own program standards.

Authority (If you checked state-based program review, select one of the following options.)

- ☐ Yes, the state is seeking authority for state program approval to trigger national recognition by NCATE's Specialized Professional Associations.
- ☒ No, the state is not seeking authority for state program approval to trigger national recognition by NCATE's Specialized Professional Associations.

Protocol

NCATE staff will be notified that you have submitted your proposal and will e-mail a protocol to you. The protocol calls for agreement on such issues as operating visits on the same five-year cycle, conducting a pre-visit, and systematizing appeals policies, and it designates the responsibilities and requirements for all participants involved in NCATE state joint visits. The state is invited to update its section of the protocol to include any new policies of its own.

NCATE AND STATE PARTNERSHIP AGREEMENT

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State agency with authority for teacher education

Name of agency:*

Office of Accreditation and Teacher Quality

Address:

700 Governor's Drive

City: State:

Pierre SD

Zip code:

57501

Agency web address:

www.doe.sd.gov

Chief executive officer with authority for teacher education

Name:

Melody Schopp

Title:

Director

Phone: ext:

(605) 773- 5232

Fax:

(605) 773- 6139

E-mail:

melody.schopp@state.sd.us

Designated NCATE state contact

Name:*

Jennifer Neuhauser

Title:

Assistant Director

Phone:* ext:

(605) 773- 4774

Fax:

(605) 773- 6139

E-mail:

jennifer.neuhauser@state.sd.us

Person completing the NCATE state partnership proposal

Name:*

Jennifer Neuhauser

Title:

Assistant Director

Phone:* ext:

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Fax:

(605) 773- 6139

E-mail:

jennifer.neuhauser@state.sd.us

**Required field*

NCATE GENERAL PARTNERSHIP ELEMENTS

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Although each partnership is customized and includes elements specific to the individual state, some general partnership elements are included in all NCATE state partnership agreements. The elements below represent the core of the partnership program: collaboration and shared collection of data.

Instructions

Describe the actions the state has taken or will take to integrate the elements listed below into its approval system. (Policy may be state laws, regulations, guidelines and handbooks, the NCATE state partnership protocol, or any written public document.)

Include a cross-reference to any specific policy document(s)—including section and page numbers. Then attach an electronic copy of the policy, using the "Browse" link that follows each "State Response" area. If the state is in the process of establishing policy in support of a principle, cite and attach a copy of the draft policy, including the date the policy will go into effect.

If the state has no existing policy and does not intend to establish policy that aligns with these elements, or if state policy differs significantly with the elements, indicate as much in the "State Response" area.

In order to promote consistently high-quality standards for program and unit review, the state and NCATE must work together to ensure that the broad spectrum of education stakeholders are: 1) "partners" in all phases of the NCATE state partnership; and 2) mutually supportive in the effort to base state approval and NCATE accreditation of teacher education institutions on candidate performance.

★ 1. Describe how representatives of teacher education institutions, practitioners, and other members of the education community were involved in the design and development of the partnership.

State Response:*

See attached file, "NCATE General Partnership Elements State Response #1." This attachment provides information about three meetings that were conducted in collaboration with other members of the education community in South Dakota; one was with Shari Francis, of NCATE. The meetings were held on May 10-11, September 13, and October 13, 2005. The attachment "May Meeting Samples of NCATE Standards Work" shows how a group used the NCATE standards to create

language for a draft section on Candidate Knowledge. The attachment "May Meeting #2" shows how one group used a combination of INTASC standards and NCATE language to produce a draft for a section on Field and Clinical Experiences. The attachment "SDACTE Table" shows an outline of what was to be discussed in a smaller group session. This table was created by the SDACTE group meeting on September 13, 2006. The attachments "October 13 Meeting Agenda" and "October Meeting Notes" show the agenda and some notes from the meeting of deans and chairs from the University of South Dakota, South Dakota State University, Northern State University, Mount Marty College, Augustana College, Dakota State University, Dakota Wesleyan University, University of Sioux Falls, and Black Hills State University. A representative from the assessment committee from the South Dakota Board of Regents was also in attendance.

★ 2. Describe how the state will work jointly with NCATE to collect, analyze, and share relevant data on candidate performance for purposes of the NCATE accreditation and state approval reviews. Be specific about how states will share Title II information about institutions' candidate performance, encourage the institution to submit accurate and complete Annual Professional Education Data Reports for NCATE, and ensure the completion of the annual State Profile survey distributed by NCATE State Relations.

State Response:*

(The following information is taken from the NCATE/South Dakota protocol and from the revised "Unit and Program Approval Review Handbook" which will be sent in an accompanying email.) On September 24, 1988, NCATE's State Recognition Board accepted the South Dakota Department of Education under Option #1 to work jointly with NCATE to conduct state program approval and national unit accreditation. This agreement and protocol for South Dakota can be found on the www.ncate.org website. The language from the current protocol can remain the same, while some will be changed to reflect a new system of reviews. Specific dates for site reviews will be confirmed by the SDDOE before submission to NCATE. State reviews will be conducted jointly with NCATE reviews. Timelines established and accepted by NCATE will be followed by the state. The institutions will respond to Preconditions found on the NCATE website. One copy of these Preconditions will be sent to the NCATE offices and one copy to the SDDOE. The Preconditions Report will be mailed by NCATE to both the institution and the SDDOE. The Preconditions Report will be reviewed and filed by the SDDOE. The SDDOE will develop a guideline and timeline for institutions to follow to encourage sharing of Title II information about candidate performance, Annual Professional Education Data Reports, and completion of the annual State Profile survey. Letters will be sent to all institutions stating when these reports are due. Copies of the reports will be filed with the SDDOE and personal or phone follow-up will take place after a preview of the reports.

Institutions will follow the NCATE/SPA program standards for candidate performance where applicable, and program review standards have been established for those programs not aligned to an NCATE-approved SPA. Refer to ARSD 24:53 for program review standards. (Sent via email.) The institution responds to Section I, II, and IV of the required NCATE institutional report. The response of specific NCATE SPA/State program standards found in ARSD 24:53:07 (Requirements for Basic Teaching Programs), ARSD 24:53:08 (School Administrator Programs), and 24:53:09 (School Service Programs) will substitute for Section III of NCATE's Institutional Report. The institution will send a copy of the full Institutional Report and institution catalogs to the NCATE team chair and two copies to NCATE. A copy of Sections I, II, and IV will be sent to each member of the NCATE BOE team. For the state report, the institution will address specific program standards ARSD 24:53:07 (Requirements for Basic Teaching Programs), ARSD 24:53:08 (School Administrator Programs), and 24:53:09 (School Service Programs.) The institution will send a copy of the full NCATE institutional report and catalogs to the state consultant and two copies to the SDDOE. Each program reviewer will be sent a copy of the institution's program reports in his/her selected content/specialty area at least 6-12 months in advance of the on-site review. The program reviews will be completed and sent to the SDDOE 2-3 months prior to the on-site review. The institution will have a chance to rejoin the report and send it back to the SDDOE within 30 days prior to the review. The on-site team members will then be given opportunity to review the reports and formulate questions and comments for on-site and NCATE reviewers. The NCATE chair will meet with the state consultant, SDDOE personnel, and the institution's unit head and/or designee to make plans for the on-site review. The pre-visit will occur at the institution to be reviewed within 60 days of the visit. The state consultant and personnel from the SDDOE will meet with the NCATE chair and the institution's unit head and/or designee to plan the on-site review. At the conclusion of the on-site review, NCATE team members will vote on whether unit standards are met. The NCATE chair and the state consultant will conduct an exit interview, attended by institution representatives, of NCATE and program findings on the last day of the on-site review.

**Required field*

Attached Documents:

Description
NCATE General Partnership Elements State Response #1
May Meeting, #2
May meeting Samples of NCATE Standards Work
SDACTE Table (9-13-05 meeting)
October 13 Meeting Agenda
October 13 Meeting Notes 1
October 13 Meeting Notes 2

TEAM ELEMENTS

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Just as NCATE's Board of Examiners (BOE) members undergo intensive training and continued evaluation, so too must state examiners who will participate as members of the joint team in conducting on-site unit reviews. The state is responsible for preparing its team members to possess the expertise and skills required of the NCATE BOE, including the ability to understand and apply the standards, write well, use personal computers, navigate a website, conduct interviews, and work collegially, effectively, and efficiently.

Instructions

Team member expectations for both the state and NCATE are explicitly defined in the protocol. Please attach—using the "Browse" link that follows each "State Response" area—an electronic copy of state documents that describe in detail the system employed by the state for purposes of selecting, training, assigning, and evaluating team members. Documents may include, among other items, training manuals, institutional guides, handbooks, communications to institutions and prospective or existing state reviewers, evaluation surveys, and meeting minutes.

★ 1. Supply documentation for the state's process of selecting, training, evaluating, assigning, and updating state reviewers. Briefly describe the contents of the documentation you are providing.

State Response:*

Note: The attachments for this section are on an accompanying e-mail. Authority to select reviewers is given in South Dakota Administrative Rule 24:53. (Attachment: "ARSD 24:53:02:01 Program Approval.") The South Dakota Department of Education (SDDOE) will apply the NCATE review system in South Dakota with South Dakota trained reviewers. SPA trainers will be brought in for each NCATE SPA program. Programs that have no NCATE designated SPA will be invited to join the training sessions in order to become familiar with the NCATE training process. It is anticipated that there will be approximately 30 program areas that will need to be addressed for training sessions. On-site team members will be assigned by NCATE (to review the 6 NCATE standards) and by the South Dakota Department of Education (SDDOE) to review program standards. SDDOE will select team members for program and on-site training approximately 12 months prior to the review. The number of off-site reviewers will depend upon the number of programs offered at the institution. The on-site review team will have at least 4-6 members, including the SDDOE consultant and in-state trained Board of Examiners, with invitations to observe onsite reviews extended to representatives from educational stakeholders in South Dakota. Evaluation forms will be

completed by state team members. There will be an institutional evaluation of the state team process and procedure. The attached documents are those in current use. They will be revised to reflect the newly designed review process of having off-site as well as on-site reviewers. Attachments: " State Team Evaluation of State Procedures" "Institutional Evaluation of State Team Process and Procedures."

★ 2. Supply documentation for the state's reviewer conflict of interest policy and ethical conduct policy. Briefly describe the contents of the documentation you are providing.

State Response:*

Note: The attachments for this section are on an accompanying e-mail. State reviewers sign a statement of confidentiality after accepting the assignment to serve on the team. Emailed: "Confidentiality Form" Reviewers also receive notice during training that all information is confidential and must be held in strict confidence.

**Required field*

STATE PROGRAM STANDARDS AND/OR INITIAL TEACHER LICENSING STANDARDS

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NCATE's Specialty Areas Studies Board (SASB) has approved 18 sets of program standards to be used as a critical part of the accreditation process. These standards, which were created by NCATE's Specialized Professional Associations, are the basis for ensuring the quality of the institutions' programs and contribute to evaluating the quality of the unit. NCATE's new performance-based accreditation standards require that candidates know the subject matter they plan to teach and that institutions demonstrate that candidates understand and are able to teach effectively important principles and concepts delineated in professional, state, and institutional standards.

Instructions

For states in which NCATE is conducting the program review, select those areas in which the state approves programs or issues licenses. List other teacher education programs the state approves that are not included in NCATE's list of program standards.

For states conducting the program review, select those areas in which the state either has adopted NCATE Specialty Professional Standards as its own standards for program approval or has developed its own NCATE-aligned program standards and/or initial teacher licensing standards. List other teacher education programs the state approves that are not included in NCATE's list of program standards.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)☒ Initial Health Education (AAHE)**American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)**☒ Initial Physical Education (NASPE)☐ Advanced Physical Education**American Library Association (ALA)**☒ Initial School Library Media Specialist**Association for Childhood Education International (ACEI)**☒ Initial Elementary Education**Association for Educational Communications and Technology (AECT)**☐ Initial Educational Communications and Information Technology (ECIT)☐ Advanced ECIT**Council for Exceptional Children (CEC)**☒ Initial Special Education☐ Advanced Special Education**Educational Leadership Constituent Council (ELCC)**

[ELCC comprises the American Association of School Administrators (AASA), Association for Supervision and Curriculum Development (ASCD), National Association of Elementary School Principals (NAESP), and National Association of Secondary School Principals (NASSP).]

☐ Advanced Educational Leadership Guidelines**International Reading Association (IRA)**☒ Advanced Reading Education**International Society for Technology in Education (ISTE)**☒ Initial Computer/Technology Literacy Endorsement Program☐ Initial Secondary Computer Science Endorsement Program☐ Initial Secondary Computer Science Education Bachelor's Degree Program☐ Advanced Program in Educational Computing and Technology Leadership**International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE)**☒ Initial Technology Education**National Association for the Education of Young Children (NAEYC)**☒ Initial Early Childhood Education☐ Advanced Early Childhood Education

National Association of School Psychologists (NASP)

- ☒ Master's
☐ Specialist
☐ Post-Master's
☐ Doctoral

National Council for the Social Studies (NCSS)

- ☒ Initial Middle/Junior and Senior High
☐ Initial Secondary

National Council of Teachers of English (NCTE)

- ☒ Initial Middle/Junior and Senior High

National Council of Teachers of Mathematics (NCTM)

- ☐ Initial P-4
☐ Initial 5-8
☒ Initial 7-12

National Middle School Association (NMSA)

- ☒ Initial Middle School Education
☐ Advanced Middle School Education

National Science Teachers Association (NSTA)

- ☐ Initial Elementary Science Specialist
☐ Initial Middle/Junior High Science Specialist
☒ Initial Secondary Science Teacher
☒ Initial Physics

Teachers of English to Speakers of Other Languages (TESOL)

- ☐ Initial P-12

Other

(Note: The following preparation programs will be assessed using state standards that are written to align with any SPA standards available, but also designed to meet the unique needs of the South Dakota teacher preparation program.) 1)Initial Birth through age eight early childhood program and Initial Birth through age eight and birth through age eight special education program; 2)Initial 7-12 Drama/Theater Education; 3)Initial 7-12 Mass Communication/Journalism; 4)Initial 7-12 Speech/Debate; 5)Initial 7-12 Physical Science; 6)Initial 7-12 Sociology; 7)Initial 7-12 Vocational-Technical Education; 8)Initial 7-12 Agricultural Education; 9)Initial 7-12 Business Education (NBEA); 10)Initial 7-12 Family and Consumer Science (NATEFACS); 11)Initial 7-12 Marketing Education; 12)Initial K-12 Art Education (NAEA) (NASAD); 13)Initial K-12 Music Education (MENC) (NASM); 14)Initial K-12 South Dakota Indian Studies; 15)Initial K-12 World Language (ACTFL); 16)Initial 7-12 Mathematics/Science Composite 17) Master's P-8 or 7-12 School Principal; 18)

Specialist P-12 Career School Superintendent; 19) Master's P-12 Curriculum Director; 20) Master's Special Education Director; 21) Master's School Counselor (CACREP); 22) Initial Birth-Age School Speech/Language/Hearing Pathologist Education Program (ASLHA); 23) Master's School Social Worker.

NCATE STATE PROGRAM REVIEW PROCESS

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Institutions preparing for joint NCATE state visits will be required to submit program documentation (e.g., early childhood education, elementary education, English education, administrator preparation, etc.) to the state so that the quality of their programs can be thoroughly evaluated. The evidence submitted by the institution to the state, and the state's findings on the quality of the programs, will be used by the team during the on-site visit. It is essential, therefore, that the state's program review process be similar to and as rigorous as NCATE's program review process. The NCATE performance-based accreditation process emphasizes these key features for program review:

- Reviews are organized around content standards that describe what candidates should know and be able to do.
- In judging the quality of an institution's programs, reviews include evidence from multiple assessments throughout the preparation program demonstrating that candidates have proficiencies in the standards.
- In preparation for reviews, institutions write statements that aggregate evidence used for program approval decisions.
- Reviewers are trained in the content of the state standards and use of evidence for reaching program quality judgments.

NCATE expects these objectives to be met over time because information from program reviews is an important source of evidence used in Standard 1, Candidate Knowledge, Skills, and Dispositions for unit accreditation reviews. The state documentation of its approval processes should indicate the state's expectations for the beginning of the next partnership period as well as the expectations the state will have over the subsequent five years.

Instructions

Describe and/or verify the policies or practices of the state approval system that align with those below. (Policy may be state laws, regulations, guidelines, handbooks, the NCATE state partnership protocol, or any written public document.)

Include a cross-reference to any specific policy document(s), including section and page numbers. Attach an electronic version of the policy, using the "Browse" link that follows each "State Response" area. If the

state is in the process of establishing or instituting policy, cite and attach the draft policy, including the date the policy will go into effect.

If the state has no existing policy and does not intend to establish policy that aligns with these elements, or if its policy differs significantly from the elements, indicate as much in the "State Response" area.

★ 1. Provide documentation that verifies:

- a. the state avoids conflicts of interest in program reviews, so that unbiased, objective decisions regarding content review approval or non-approval are achieved;
- b. program reviews are conducted by a team that includes individuals with no present or past affiliation or bias toward the institution; and
- c. individuals conducting program reviews practice ethical behavior consistent with NCATE's Code of Conduct.

State Response:*

South Dakota has adopted NCATE's Program Review Guidelines and they are included as a part of the South Dakota Unit and Program Approval Review Handbook. (Sent via email.) The protocol agreement with NCATE states: "A state team is selected by the South Dakota Department of Education (DOE) from elementary and secondary schools, higher education, and appropriate DOE representatives. Team members are not assigned to units where a conflict of interest would jeopardize the credibility of the review process." Attachment 2: Currently revising the "NCATE/South Dakota Protocol," Attachment 3: "Information Form SDSU NCATE," sent to all state team members after they are selected to serve on a team.

★ 2. Describe the process by which the state conducts systematic quality assurance reviews to monitor and evaluate programs for the preparation of teachers and other professional school personnel by explaining the state's procedures for:

- a. selecting and evaluating reviewers so that reviews are conducted by individuals with content expertise in the academic discipline in teacher education, teaching, or performance-based assessment;
- b. training reviewers to understand and interpret state standards;
- c. ensuring the representation of diversity of ethnic, racial, and gender groups in reviewer pool; and
- d. monitoring confidentiality and objectivity.

State Response:*

Note: The attachment, "Program Review Process #2" is not correct and should be deleted. Please read the narrative in this section, instead. (a) A review team is selected to review, verify, and validate the Institutional Report and Program Reports. Reviewers are chosen from among SPA-trained and BOE-trained reviewers with content, teaching, and

assessment expertise. Ethnic, racial, and gender groups are considered. Efforts are made to recruit educators from the Native American reservation schools and from the three tribal colleges. (See "Unit and Program Approval Review Handbook"). Reviewers are selected from a SPA and/or BOE trained cadre. (b) After selection, program reviewers and onsite reviewers are trained to understand and interpret state standards. (See "Unit and Program Approval Review Handbook.") (c) Confidentiality and objectivity is monitored through use of a signed form and by observation by the state consultant during reviews. The institution has an opportunity to evaluate the state team members with comments on the form, "Institutional Evaluation of State Team Process and Procedures."

★ 3. The state includes the following practices in its program approval process or is moving to do so over the life of the partnership:

- a. Preparation of written information that aggregates evidence on program quality.
- b. Reviewers' use of written information prior to any site visit.
- c. Use of site visits to validate and further analyze written content.
- d. A process by which institutions may rejoin a program review, clarifying or correcting information regarding content review policies or practices.
- e. Procedures that ensure program review decisions are clearly articulated and communicated to the institution in writing and will be made available during the on-site visit.
- f. Procedures for resolving conflicts or redressing unfavorable actions.

State Response:*

The following information can be found in the Unit and Program Approval Review Handbook. (a) SDDOE notifies the institution two years prior to a review. The institution notifies SDDOE of dates and options. SDDOE provides institutional orientation "technical assistance" for writing of reports prior to the review. The institution submits program reports to SDDOE 12 months prior to the review. (b) The program review by trained reviewers begins 6-12 months prior to the on-site review. The program review is completed and sent to the institution 2-3 months prior to the on-site review. (c) The SDDOE consultant conducts a pre-visit with the institution 30-60 days prior to the onsite review. A checklist of pre-visit agenda items is covered and the onsite review takes place as scheduled. (d) After the initial program reviews are completed and sent to the institution, the institution may submit a rejoinder to the SDDOE consultant 30 days prior to the onsite review. (e) At the conclusion of the onsite visit, the SDDOE consultant will conduct an exit interview with appropriate institutional personnel. (f) The SDDOE consultant recommends approval status to the SDBOE. A program approval letter is forwarded to the institution within 30 days of SDBOE approval. There are follow-up reviews at one and two year intervals, as appropriate.

- ★ 4. Identify the multiple assessments of candidate performance used by the state in reaching program approval decisions.

State Response:*

The NCATE.org website describing the Program Review Process will be used as a guideline for the requirements for multiple assessments of candidate performance. The state will attempt to apply the five required assessments of the NCATE/SPA program review, with a maximum of eight, if the program can be assessed under the NCATE/SPA program review process. If the program assessment is designed by the state, it will apply similar guidelines (Example: K-12 Art Education, 7-12 Agricultural Education). The PLT and the Praxis Content examinations will be used and the candidate must reach or exceed the cut-off score in order to be licensed. A second content exam, given at the institution level, may be required (Example: Final science colloquium; final English written examination). Student teacher evaluations may be used as evidence of candidate performance. Instructional planning may be assessed through a variety of means, and candidate portfolios may play an important part in that assessment. An impact on student learning assessment may be required, also. This may be designed by each institution and reported in the program assessments. All assessments will be aligned to the NCATE/SPA program standards, where applicable. Assessments for school service personnel will be designed around standards that seem applicable to the specific program.

**Required field*

Attached Documents:

Description
State Review Process #1
ARSD Article Program Approval
Accreditation Review Handbook.doc.pdf
Program Review Process State Response #3
Power Point for State Review Revised Feb 2006.ppt
Program Review Process #2.doc
NCATE/SD Protocol
Letter to accompany information form
INFORMATION FORM SDSU NCATE.doc

STATE ADOPTION OF NCATE PROGRAM STANDARDS

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Increasingly, states elect to use the program standards of NCATE's

Specialized Professional Associations as their own. In such an instance, a state takes formal action to adopt the standards of these organizations and apply its own procedures to the review and evaluation of an institution's programs.

Instructions

The state should supply a statement in the "State Response" section about use of NCATE standards, referring to and attaching state policy or instructions—using the "Browse" link that follows the "State Response" area—that verify this use.

★ 1. The state has adopted and applies the exact NCATE program standards in its review of teacher education programs.

State Response:*

The SDBOE approved the revised Teacher Preparation standards in September, 2006. All reviews after spring 2007 will use the NCATE/SPA program standards where they are applicable. Emailed: ARSD 24:53 Emailed: Unit and Program Approval Review Handbook

**Required field*

Attached Documents:

Description
Administrative Rules 24:16:08, pp.27-81
Accreditation Review Handbook
Web site announcing SDBOE hearings

REVIEW AND SUBMIT

Congratulations! You are almost finished. Now you have the opportunity to review all the forms you have completed. If you do not wish to make any further changes—and you are ready to submit the forms to NCATE—select "The forms are finished" below. If you are not ready to submit the forms to NCATE, select "The forms are not finished" below. You can come back later to review them again.

I'm ready to submit the form package.

I'll come back to work on them later.